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AUTHOR Beauregard, Terri Kinion
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ABSTRACT

The sexual harassment experienced by a sample of women (N=154) in a university setting was compared with the sexual harassment experienced by them in a workplace setting. Results appeared to support the following generalizations: (1) there is greater gender harassment, unwanted sexual attention, and sexual coercion in the workplace setting than in the university setting; (2) there is a relationship between employed female students reporting gender harassment, unwanted sexual attention, and sexual coercion in the university and reporting gender harassment, unwanted sexual attention, and sexual coercion in the workplace; (3) employed female student classification, age, and major should be interpreted concurrently for gender harassment and for unwanted sexual attention in the workplace setting; (4) employed female student classification and age should be interpreted concurrently for sexual coercion in the workplace setting; (5) employed female student classification and occupational type should be interpreted concurrently for sexual coercion in the university setting; (6) employed female student age and occupational type should be interpreted concurrently for sexual coercion in the university setting; and (7) employed female student major and occupational type should be interpreted concurrently for gender harassment and sexual coercion in the university setting. Six tables and seven figures present data and statistical analysis. Three appendices present documentation and instruments used in the study. Contains 42 references. (TS)

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ED 397 350

SEXUAL HARASSMENT: A COMMON SAMPLE FOR THE UNIVERSITY AND THE WORKPLACE

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

by

Terri Kinion Beauregard
B.A., Marymount College of Kansas

Date 4-18-96 Approved Bill Davey
Major Professor

Approved _____
Chair, Graduate Council

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Graduate Committee Approval

The Graduate Committee of Terri Kinion Beauregard hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

Approved _____
Chair, Thesis Committee

Approved _____
Committee Member

Approved _____
Committee Member

Approved _____
Committee Member

Date 4-18-96

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Abstract

The purpose of the researcher was to investigate sexual harassment, for the same sample of women, in the university and the workplace. The sample consisted of 154 students. The following independent variables were investigated: student classification, age, major, and occupational type. The dependent variables were scores from the following scales of the Sexual Experiences Questionnaire: Gender Harassment, Unwanted Sexual Attention, and Sexual Coercion. Six composite null hypotheses were tested at the .05 level of significance. Four employed three-way analysis of variance (general linear model), one by t-test for related data sets, and one by t-test for single correlation coefficient.

A total of 78 comparisons were made plus 96 recurring. Of the 78 comparisons, 30 were for main effects and 48 were for interactions. Of the 30 comparisons for main effects, 13 were statistically significant at the .05 level. Of the 48 interactions, 7 were statistically significant at the .05 level. The results of the present study appeared to support the following generalizations:

1. there is greater Gender Harassment in the workplace setting than in the university setting;

2. there is greater Unwanted Sexual Attention in the workplace setting than in the university setting;

3. there is greater Sexual Coercion in the workplace setting than in the university setting;

4. there is a relationship between employed female students reporting Gender Harassment in the university and reporting Gender Harassment in the workplace;

5. there is a relationship between employed female students reporting Unwanted Sexual Attention in the university and reporting Unwanted Sexual Attention in the workplace;

6. there is a relationship between employed female students reporting Sexual Coercion in the university and reporting Sexual Coercion in the workplace;

7. employed female student classification, age, and major should be interpreted concurrently for Gender Harassment in the workplace setting;

8. employed female student classification, age, and major should be interpreted concurrently for Unwanted Sexual Attention in the workplace setting;

9. employed female student classification and age should be interpreted concurrently for Sexual Coercion in the workplace setting;

10. employed female student classification and occupational type should be interpreted concurrently for Sexual Coercion in the university setting;

11. employed female student age and occupational type

should be interpreted concurrently for Sexual Coercion in the university setting;

12. employed female student major and occupational type should be interpreted concurrently for Gender Harassment in the university setting; and

13. employed female student major and occupational type should be interpreted concurrently for Sexual Coercion in the university setting.

Introduction

Overview

Although the term "sexual harassment" was coined only two decades ago (Mazer & Percival, 1989b), researchers have maintained that it has existed in practice since women entered the workforce (Fitzgerald, Shullman, et al., 1988; Malovich & Stake, 1990; Mazer & Percival, 1989b). Similarly, in the university setting, it has been suggested that sexual harassment has existed "as long as there have been women students and male professors" (Dzeich & Weiner, 1984). However, despite the probability of the lengthy practice of the behaviors which currently depict sexual harassment, the issue did not generate national attention until 1975 (Dzeich & Weiner, 1984; Reilly, Lott, & Gallogly, 1986). Research conducted by the Working Women United Institute in 1975 served to define the concept and encouraged further exploration of the subject (Dzeich & Weiner, 1984).

The earliest studies focused on the experiences of women in the workplace (Dzeich & Weiner, 1984; Mazer & Percival, 1989a; Reilly, Lott, & Gallogly, 1986). Researchers identified sexual harassment as "sexual discrimination and an abuse of power rather than a sexual issue" (Dzeich & Weiner, 1984, p. 19). The university setting became the focus of researchers' interest following the case of *Alexander v. Yale University* (Maihoff

& Forrest, 1983; Reilly, Lott, & Gallogly, 1986). The lawsuit, filed in 1977 by five female students and a male professor, charged that the university tolerated sexual harassment of students by failing to provide a grievance process in such instances (Dzeich & Weiner, 1984; Elgart & Schanfield, 1991; Paludi et al., 1990; Reilly, Lott, & Gallogly, 1986). Although the complaint was dismissed, the notoriety encouraged researchers to investigate the prevalence of sexual harassment on the university campus (Dzeich & Weiner, 1984; Maihoff & Forrest, 1983).

Defining Sexual Harassment

One of the challenges facing researchers has been defining the circumstances and behaviors which constitute sexual harassment in the workplace and in the educational arena (Elgart & Schanfield, 1991; Fitzgerald & Ormerod, 1991). Regulatory agencies, political and professional organizations, and legal theorists provided a priori definitions which furnished early researchers assistance in establishing a working definition (Fitzgerald, 1990; Ross & Green, 1983). One of the earliest a priori definitions was outlined by the Working Women United Institute (WWUI) in 1978. The WWUI defined sexual harassment as:

> verbal sexual suggestions or jokes, constant leering or ogling, 'accidentally' brushing against your body, a 'friendly' pat, squeeze, pinch or arm around you, catching you alone for a quick kiss, the explicit

> proposition backed by the threat of losing your job, and forced sexual relations. (cited in Fitzgerald, 1990, p. 24)

In response to the need for regulatory legal guidelines, the Equal Employment Opportunity Commission (EEOC), which enforces Title VII of the Civil Rights Act of 1964, adopted the following guidelines to address sexual harassment in 1980:

> Unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. (EEOC, Federal Register, 45, 1980, p. 74676-74677)

The EEOC definition distinguishes between "quid pro quo" harassment in articles 1 and 2 and "hostile environment" harassment in article 3 (Elgart & Schanfield, 1991, p.27). However, in the decision rendered by the District Court in the case of *Alexander v. Yale University*, sexual harassment

of students was determined not to be regulated by Title VII, but rather by Title IX of the Educational Amendments of 1972 (Dzeich & Weiner, 1984; Elgart & Schanfield, 1991; Ross & Green, 1983). The Office of Civil Rights (OCR) of the United States Department of Education adopted the following definition of sexual harassment in 1981:

> Sexual harassment consists of verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of a recipient that denies, limits, provides different, or conditions the provision of aid, benefits, services or treatment protected under Title IX. (Office of Civil Rights, 1988, p. 2)

Although the federal, legal, and political guidelines are available, the lack of a universally accepted definition of sexual harassment has forced most researchers to develop their own operational definitions, or empirical definitions, for investigative use (Fitzgerald, 1990; Gervasio & Ruckdeschel, 1992; Rubin & Borgers, 1990). Till (1980), who is credited with providing the empirical framework utilized by substantial numbers of sexual harassment researchers (Fitzgerald, 1990; Rubin & Borgers, 1990), devised a definition based on categorization of the experiences of college women who responded affirmatively when asked if they had been sexually harassed. Five categories were identified: (1) generalized sexist remarks and behavior,

(2) inappropriate and offensive, but essentially sanction-free sexual advances, (3) solicitation of sexual activity or other sex-related behavior by promise or reward, (4) coercion of sexual activity by threat of punishment, and (5) sexual crimes and misdemeanors (Till, 1980). Padgitt and Padgitt (1986), in an effort to investigate if an established set of social definitions and norms defined sexual harassment, identified a continuum of eight behaviors based on a review of legal cases. Male and female respondents were asked to determine if the behaviors, as defined, constituted sexual harassment or were sexually offensive. The behaviors included: sexist comments, undue attention, verbal sexual advances, body language, invitations, physical advances, explicit sexual propositions, and sexual bribery. Findings suggested that women more consistently identify behaviors determined to be "harassing" as "offensive", as well. Men did not perceive behavior they deemed "harassing" to be "offensive" as frequently. A continuum for offensiveness was supported by a Guttman Scale for women but not for men. Only 5 of the 8 items -- undue attention, verbal sexual advances, physical advances, explicit propositions, and sexual bribery -- supported a Guttman Scale for harassment for both men and women. While the researchers acknowledged that sexist comments, body language and invitations may have been "ambiguous" or "confusing", the evidence suggested that

other factors, such as intent and context, may influence how the respondent defines sexual harassment (Padgitt & Padgitt, 1986, p. 38; Rubin & Borgers, 1990). Increasingly, researchers have recognized that "sexual harassment is a complex phenomenon that must be evaluated with attention to the context within which the behavior occurs" (Lee & Heppner, 1991, p. 512). As a result, perceptual and attitudinal factors have been integrated into the research of sexual harassment to more fully explain the construct of sexual harassment (Mazer & Percival, 1989b; Rubin & Borgers, 1990). Terpstra and Baker (1986) report that "the perception of sexual harassment relates more directly to responses and outcomes than does the actual behavior exhibited" (p. 23). The subjective factors investigated have included "erotophobia, sexual inexperience, youth, sex role traditionality, repressing defensive style, and need for social approval" (Barak, Fisher, & Houston, 1992, p. 17), as well as religiosity, self-esteem, and locus of control (Baker, Terpstra, & Larntz, 1990). Adding the dimension of subjective perceptual factors, individual and situational, has resulted in decreased reported frequency of sexual harassment (Barak et al., 1992).

Frequency of Occurrence

Early research of sexual harassment in the workplace and the university setting was designed to measure the frequency of occurrence according to objective, or a priori

definitions (Barak et al., 1992; Rubin & Borgers, 1990). Subjects were not expected to label behavior as sexual harassment, but simply to report the frequency of their experiences with a predefined set of behaviors objectively deemed sexual harassment. Results compiled from studies conducted in the workplace and academia, according to a priori definitions, ranged from no reports of sexual harassment to a high incidence rate of 100% (Barak et al., 1992; Maihoff & Forrest, 1983). However, Barak et al. (1992) explain that:

> objective definitions of sexual harassment, of course, are neither perfectly objective nor perfectly unambiguous, but numerous studies of the incidence of 'objectively' defined sexual harassment have been undertaken, utilizing diverse criteria of harassment and diverse subject populations, sampling procedures, and research locations. Given the variability in criteria, methodology, and samples, research findings have been variable as well, but results generally indicate that objectively defined sexual harassment is common. (p. 18-19)

As research in the area of sexual harassment evolved, subjective labeling of sexual harassment was assessed and findings indicated that sexual harassment appeared to occur less frequently than earlier reports of behavior defined objectively (Barak et al., 1992; Gruber, 1990). Studies

involving the subjects' interpretation and labeling of an event as sexual harassment found that "subjective perceptions of sexual harassment occur only one-fifth to one-tenth as often as do reports of objectively defined sexual harassment" (Barak et al., 1992, p.19). In an effort to explain the discrepancy between objective sexual harassment and subjectively defined reports of sexual harassment, numerous possibilities have been suggested, including the reluctance to designate one's self as a victim of sexual harassment and the theory that not all behavior objectively depicted as sexual harassment should be depicted as such (Barak et al., 1992; Fitzgerald, 1990).

Still, many researchers who define sexual harassment objectively, as well as many of those who support subjective definitions, appear to agree on one major point. As varied as the frequency reports of sexual harassment seem, it appears to be a widespread phenomenon in academia and in the workplace (Barak, et al., 1992; Fitzgerald, Shullman, et al., 1988).

Gender

Although the first studies of sexual harassment focused on working women, studies in the workplace and in the university setting soon included male as well as female subjects (Reilly et al., 1986). The majority of researchers found men typically were the recipients of sexually harassing behaviors less than women (Baker, Terpstra, &

Cutler, 1990; Fitzgerald & Hesson-McInnis, 1989; Gervasio & Ruckdeschel, 1992; Malovich & Stake, 1990; Reilly et al., 1986). Gender also appeared to affect attitudinal and perceptual factors, as well. Women were found to be less tolerant of harassment and romantic relationships with co-workers than men (Kenig & Ryan, 1986). Women use a broader definition of harassment and are more likely to view sexual advances as "objectional and potentially damaging" (Malovich & Stake, 1990, p. 65). Men generally do not regard less severe situations as harassing (Fitzgerald & Hesson-McInnis, 1989). In fact, although less information is available about the effect of sexual harassment on men, findings suggest that "men are not likely to suffer negative effects as a result of receiving sexual overtures at work" (Malovich & Stake, 1990, p. 64). Malovich & Stake (1990) reported that in their sample of men:

> . . . none could be properly labeled as a victim. Some did report harassment as defined by our categories of inappropriate, sexually toned behavior from teachers, yet the responses of our male subjects suggested that rather than feel harassed, they enjoyed the experience. The men reported feeling flattered by the attention and they seemed to view the incident as an interesting learning experience. (p. 79)

However, Kenig and Ryan (1986) found that although males may be more tolerant of subtler forms of harassing

behavior, such as sex-stereotyped jokes or depictions, teasing remarks of a sexual nature, and unwanted suggestive looks or gestures, there appeared to be general perceptual agreement between men and women regarding the more blatant forms involving physical contact and sexual coercion.

While men do experience sexual harassment, many researchers choose to treat only the sexual harassment of women by men. Dzeich and Weiner (1984) explain that the many forms of sexual harassment require independent analysis. Their focus on harassment of female students by male professors was prompted by "surveys, informal discussions, formal grievances, and litigation" which convinced them "that this is the epidemic and most damaging form of sexual harassment on campus" (p. 4).

Harassment in Academia

Sexual harassment on the university campus has been investigated in a wide variety of ways. Researchers have analyzed incidence and descriptions of sexual harassment; the effects of harassment on learning; coping behaviors employed to deal with harassment and the effects of harassment; legal issues; the role of institutional policies as applied to sexual harassment; reporting patterns of those who have been sexually harassed; demographic factors, perceptual factors, and situational factors; the psychological dimension of the experience, and many other topics (Barak et al., 1992; Maihoff & Forrest, 1983; Reilly

et al., 1986). Yet, even though there was tremendous variation in the definitions of sexual harassment used, populations studied, sources and contexts assessed, and the variable data collection, summarization, and presentation methods, certain patterns have emerged (Mazer & Percival, 1989a). Dzeich and Weiner (1984) concluded, across studies, that "20 to 30 percent of women students report they have been sexually harassed by male faculty during their college years" (p. 15). Barickman et al. (1990) further quantified the estimate when they reported that "using the lower figure of 20 percent as an estimate for all forms of sexual harassment--subtle and overt--by faculty and staff means that over 1,300,000 women students experience harassment" (p. xvi). An estimated 3 to 5 percent of male students have reported being harassed by male or female faculty or staff (Barickman et al., 1990).

Female graduate students typically report a higher incidence of sexual harassment--30 to 40 percent--than undergraduate women (Barak et al., 1992; Barickman, et al., 1990; Fitzgerald, Weitzman, Gold, & Ormerod, 1988; McKinney, Olson, & Satterfield, 1988; Reilly et al., 1986). Rubin and Borgers (1990) speculated that the reason may lie in the close affiliations graduate students build with their professors (Rubin & Borgers, 1990). Fitzgerald, Weitzman, Gold, and Ormerod (1988) further reasoned that graduate students tend to be older and more mature than undergraduate

students. That promotes the notion that graduate students are "junior colleagues" and relationships are viewed as more acceptable (p. 339). An important difference to note between graduate and undergraduate students is that "graduate women are much more vulnerable than their undergraduate colleagues, because they have so much more at stake" (Fitzgerald, Weitzman, Gold, & Ormerod, 1988, p. 339). In spite of their apparent vulnerability, at least one study concluded that graduate students are least often harassed by their major professors and advisors (McKinney et al., 1988).

Closely tied in the traditional university setting to student classification is age. The relationship between age and the experience of sexual harassment in colleges and universities has also received the attention of researchers. Younger women reportedly differed considerably in their experiences and their subjective perception of sexual harassment (Barak et al., 1992; Bremer, Moore, & Bildersee, 1991). They were consistently more tolerant of harassing behaviors and report both objective and perceived sexual harassment less frequently than older students (Barak et al., 1992; Bremer et al., 1991). Bremer et al. (1991) postulated that "younger women have different standards for acceptable behavior and are more willing to accept sexual connotations in their interactions with men" and that "college women have not yet learned the norms for cross

gender behaviors, and thus don't know how to identify the behaviors" (p. 266-267). Others have identified "differential periods of vulnerability, differential power, and differential sophistication of perception that may be correlated with age or educational progression" (Barak et al., 1992, p. 20).

Researchers have long speculated that women majoring in non-traditional fields experience higher rates of sexual harassment than students in traditional majors, according to gender (Till, 1980). Evidence collected in a study by Ryan and Kenig (1991) suggested otherwise. They found that women in traditional fields reported the highest incidence of sexual harassment. Similar results were obtained by Fitzgerald, Weitzman, Gold, and Ormerod (1988), who hypothesized that sexual harassment would be common in the "'hard sciences' or counseling and psychology" (p. 338). Ryan and Kenig (1991) offered two possible explanations:

> It may be that such behaviors are already institutionalized in these fields. Jokes of a sexual nature about nurses, for example, are encountered frequently. It also may be that women in nontraditional fields are more likely to possess personal strategies for effectively dealing with harassment. (p. 235)

Sexual harassment in academia is a complex issue which cannot be resolved easily (Barickman et al., 1990).

According to Truax (1989), the arena of higher education may be especially prone to harassment "because the campus organizational culture is less linear and direct than a corporation" (p. 28). Dzeich and Weiner (1984) seemingly agree and describe higher education as "a peculiar institution" (p. 39). They stress the effect the higher education environment has on sexual harassment because it is both "traditional and avant garde, moralistic and libertarian, rigid and flexible, it is neither as highly organized nor as clear in its priorities as the public and the campus assume" (p.39).

Harassment in the Workplace

One of the first comprehensive studies of sexual harassment in the workplace was conducted in 1980 by the U.S. Merit Systems Protection Board using a sample of 10,644 women (Fitzgerald, Shullman, et al., 1988). Results indicated 42 percent of the women had been the recipients of overt sexual harassment during the previous 24 months. Numerous other researchers have contended that the U.S. Merit Systems Protection Board results may have actually been an underestimate with a more accurate assessment ranging up to 90 percent (Fitzgerald, Shullman, et. al., 1988; Gruber, 1992; Terpstra & Baker, 1987). Despite the potential underestimation, if 50 percent of all working women experience sexual harassment, it would appear to be more prevalent among the female workforce than in the

university setting (Gervasio & Ruckdeschel, 1992; Gruber, 1990). Several theories have been offered in an attempt to explain the disparity. Gruber (1990) suggested that the "difference may well be due to the fact that the amount of daily exposure of women to potential harassers is less in the former [college campuses], and the ability to avoid or escape harassment is greater" (p. 248). Terpstra and Baker (1987) suggested that the explanation may lie in attitudes and norms related to social-sexual behaviors. The view of the college experience as an opportunity to increase socialization and exposure to members of the opposite sex may result in a different code of conduct for female college students (Baker, Terpstra, & Cutler, 1990; Terpstra & Baker, 1987). These suppositions lend support to the finding that female workers generally perceive and label less severe harassing behaviors as sexual harassment more frequently than female college students (Baker, Terpstra, & Cutler, 1990). Experience was also cited as a potential factor by Baker, Terpstra, and Cutler (1990) who stated that:

> students have probably experienced less harassment simply because of their relative youth and limited work experience. As they grow older, come into contact with harassing situations, and experience the negative outcomes of such behavior, their perceptions may change to more closely match those of the current worker sample. (p. 415)

The prevalence of sexual harassment in the workplace may be further explained by the increasing number of women who have entered the work force since 1960 (Cooper, 1985). Today, women comprise 51 percent of the population and over 45 percent of the work force, which represents an increase of nearly 20 percent over the past 3 decades (Cooper, 1985; Webb, 1994). As a result, there are more "potential targets" for sexual harassment, especially in lower level jobs (Cooper, 1985, p.8).

While sexual harassment of women may occur more frequently in the workplace than in academia, it does not appear to be limited to specific occupational settings, age groups, salary ranges, or ethnicity (Truax, 1989; Webb, 1994). According to Webb (1994), evidence "shows that no area of business or industry, public or private, is immune" (p.225).

Summary

A comprehensive review of the current literature leads one to conclude that sexual harassment is a complex issue which presents a challenge to research. The difficulty inherent in defining the construct introduces a formidable obstacle. Still, research to date indicates that sexual harassment of women exists in measurable quantity in the workplace and in academia regardless of the definition employed or the methodology followed. Increasingly, research conducted presents strong evidence that perceptual

factors are especially influential in the labeling of sexually harassing behaviors as such without regard to the setting. Individual characteristics of age, student classification, major, and occupational type have been shown to affect perception and therefore the domain of sexual harassment. Although sexual harassment is a broad subject which has been the focus of extensive research, it is still meritorious of further study to increase understanding of the phenomenon and its effect.

Statement of the Problem

The purpose of the researcher was to investigate sexual harassment, for the same sample of women, in the university and the workplace.

Rationale and Importance of the Research

The researcher and other helping professionals will use the information to better assess the needs of adult students in non-traditional institutions. Once the information about sexual harassment [as related to the three scales of the Sexual Experiences Questionnaire] is collected, student services personnel can begin to address specific action or policy implementation which will ensure an environment that is conducive to personal and academic development. For the researcher, student services personnel, human resources professionals, and others, the information will serve to heighten awareness of sexual harassment on campus and in the workplace.

The researcher found no information directly pertaining to the sexual harassment of adult female business and management students in a non-traditional university setting. The present exploratory study contributes to the limited information available concerning the prevalence of sexual harassment of adult female business and management students in a non-traditional university setting and the prevalence of sexual harassment of the same sample in the workplace.

The present study provided information regarding the following questions:

1. Is there an association between student classification and occurrences of sexual harassment?

2. Is there an association between age and occurrences of sexual harassment?

3. Is there an association between major and occurrences of sexual harassment?

4. Is there an association between occupational type and occurrences of sexual harassment?

5. Is there an association between occurrences of sexual harassment in the university and occurrences in the workplace.

Composite Null Hypotheses

All null hypotheses were tested at the .05 level of significance.

1. The differences among mean Sexual Experiences Questionnaire scores according to student classification,

age, and major will not be statistically significant.

2. The differences among mean Sexual Experiences Questionnaire scores according to student classification, age, and occupational type will not be statistically significant.

3. The differences among mean Sexual Experiences Questionnaire scores according to student classification, major, and occupational type will not be statistically significant.

4. The differences among mean Sexual Experiences Questionnaire scores according to age, major, and occupational type will not be statistically significant.

5. The differences among mean Sexual Experiences Questionnaire scores according to university experiences and workplace experiences will not be statistically significant.

6. The differences among the correlation coefficient and zero for the Sexual Experiences Questionnaire scores will not be statistically significant.

Independent Variables and Rationale

The independent variables investigated in this study were: student classification, age, major, and occupational type. The rationale for the selection of the independent variables was the lack of generalizability of the information reported in the literature.

Definition of Variables

Independent Variables

All independent variables were self-reported. The following independent variables were investigated:

student classification--two levels,

level 1. undergraduate, and

level 2. graduate;

age--three levels,

level 1. 20 - 34 years,

level 2. 35 - 44 years, and

level 3. 45 years and older;

major--two levels,

level 1. business administration

level 2. business management;

occupational type--seven levels,

level 1. medical

level 2. technical/scientific

level 3. managerial

level 4. retail/sales/marketing/service

level 5. clerical/ professional support

level 6. other

level 7. financial/accounting

Dependent Variables

Scores from the following subscales of the Sexual Experiences Questionnaire were employed as dependent variables:

1. Gender Harassment (6 items, possible score 6-30);
2. Unwanted Sexual Attention (6 items, possible score

6-30); and

3. Sexual Coercion (6 items, possible score 6-30).

Limitations

The following conditions may have affected the outcome of the present study:

(1) the sample was not random,

(2) all subjects were from the same institution located in a metropolitan community in eastern Kansas,

(3) all information was self-reported, and

(4) subjects may be over-exposed to survey instruments as a result of the university's quality assurance methods (end of course and end of program surveys) and a required research component for graduate and undergraduate students.

Methodology

Setting

The setting for the present study was a private, urban university of professional and graduate studies limited to undergraduate and graduate programs in business administration and business management and undergraduate general education classes. The current enrollment of 1086 reflects a mix of 47 percent men and 53 percent women with a distribution of 43 percent undergraduate students and 56 percent graduate students. Undergraduate enrollment is 43 percent male and 57 percent female while graduate enrollment

is evenly distributed with 50 percent male and 50 percent female (Baker University, 1995b). Admission requirements state that undergraduate students must be at least 23 years of age with 1 year of work experience. Graduate students must be at least 25 years old and document 3 years of work experience (Baker University, 1994). The campus is a non-residential facility located in a major metropolitan area with a drawing population of over 1 million. The lockstep programs are characterized by their accelerated nature. Classes are only offered in the evening to accommodate working adults. Undergraduate programs vary in length from 18 to 21 months and graduate programs run from 22 to 24 months (Baker University, 1994). Faculty is comprised of 84 percent adjunct instructors and 16 percent full-time, main campus professors. Women represent 36 percent of the total faculty and men, 64 percent (Baker University, 1995a).

Subjects

A convenience sampling procedure was used. The sample consisted of 154 female students enrolled in the Bachelor of Business Administration program, the Bachelor of Science in Management program, the Master of Business Administration program, or the Master of Science in Management program who returned complete copies of the questionnaire. Of the 81 undergraduate subjects, 48 were majoring in business administration and 33 majored in management. Business administration majors accounted for 37 of the graduate

students and 36 of the management majors. Surveys were distributed to the Class Representative (student liaison) along with a letter of explanation and instructions for dissemination to the subjects (Appendix A).

Instrumentation

Two instruments were used to collect information: a Demographic Questionnaire and the Sexual Experiences Questionnaire, Form E and Form W, as developed in 1985 (Fitzgerald, Shullman, et al., 1988; Fitzgerald, Drasgow, & Gelfand, 1993).

Demographic Questionnaire. The Demographic Questionnaire was developed by the researcher to meet the needs of the present study. It contained 9 items pertaining to student classification, age, major, occupation, and personal characteristics (Appendix B).

Sexual Experiences Questionnaire, Forms E and W (SEQ). The Sexual Experiences Questionnaire, Forms E and W, is the most recent revision of the Sexual Experiences Questionnaire developed by Fitzgerald and Shullman (1985; cited by Fitzgerald, Shullman, et al., 1988). The revised instrument consists of 20 items, 18 of which form the following subscales:

1. Gender Harassment (6 items, possible score 6-30);
2. Unwanted Sexual Attention (6 items, possible score 6-30); and
3. Sexual Coercion (6 items, possible score 6-30).

The subscales are based on a 3 factor structure which evolved from Till's (1980) identification of 5 types of sexually harassing behavior (gender harassment, seductive behavior, sexual bribery, sexual coercion, and sexual imposition or assault). In early pilot studies of the SEQ, the authors analyzed the variance of the instrument and discovered support for 3, rather than 5, behavioral constructs. The 3 categories correlate with the legal definitions of sexual harassment as either quid pro quo (sexual coercion) or hostile environment (gender harassment and unwanted sexual attention).

The self-report inventory was designed to assess the prevalence of sexual harassment through the use of behavioral terms. The actual phrase -- sexual harassment -- does not appear until the last item to separate the experience of sexually harassing behaviors with the labeling of the experiences as sexual harassment.

Form E, designed for use with university women, and Form W, designed for use with employed women, are identical with the exception of the stem (directions). Subjects are asked to select a response which most closely describes their experience using a 5 point Likert scale. It is recommended, due to its restricted variability, that the item related to the legal definition of attempted rape be treated as a separate item not included in the scoring of the scale. The final item, "have you ever been sexually

harassed?", is not scored either. It is a criterion item included to measure the subject's perceptions rather than the actual experience when correlated with each item.

The original version, based on an approximate sample of 1700, displayed an internal consistency coefficient of .92. Corrected split-half reliability coefficients for the 5 original subscales ranged from .62 to .86 with an average of .75. Test-retest stability over a 2-week period yielded a coefficient of .86. The authors caution that the retest sample was much smaller than the original sample. Content validity was tested by use of the criterion item and the average item criterion for each subscale. Relationships illustrated a continuum of severity, as expected, ranging from r=.15 for gender harassment to r=.37 for sexual threats. Sexual imposition or assault, which showed little variance, was the exception.

The revised SEQ, which has a 5 point Likert scale rather than a 3 point Likert scale and item arrangement sensitive to the continuum of severity, yielded alpha reliability coefficients of .86 for gender harassment; .75 for unwanted sexual attention; and .87 for sexual coercion. Total scale alpha was .89 in the pilot study. Comparable results were obtained in the validation sample (Fitzgerald et al., 1994).

The present researcher made the following modifications to the instrument:

1. combined Form E and Form W into one questionnaire with two response categories and a stem (directions) which integrated male instructors with male supervisors and coworkers;

2. the title was shortened to Experiences Questionnaire;

3. shortened the stem timeframe to reflect the accelerated nature of the educational format; and

4. deleted "have you ever" from each behavioral item to alleviate redundancy.

Design

A status survey factorial design was employed. The independent variables investigated consisted of student classification, age, major, and occupational type. The dependent variables were the scores obtained from the following subscales of the Sexual Experiences Questionnaire:

1. Gender Harassment (6 items, possible score 6-30);

2. Unwanted Sexual Attention (6 items, possible score 6-30); and

3. Sexual Coercion (6 items, possible score 6-30).

Six composite null hypotheses were tested. Four employed three-way analysis of variance (general linear model), one by *t*-test for related data sets, and one by *t*-test for single correlation coefficent. The following design was used with each composite null hypothesis:

Composite null hypothesis number 1, a 2 x 3 x 2

factorial design;

Composite null hypothesis number 2, a 2 x 3 x 7 factorial design;

Composite null hypothesis number 3, a 2 x 2 x 7 factorial design;

Composite null hypothesis number 4, a 3 x 2 x 7 factorial design;

Composite null hypothesis number 5, a t-test for related data sets; and

Composite null hypothesis number 6, a t-test for single correlation coefficient.

McMillan and Schumacher (1989) identified 10 threats to internal validity. The 10 threats to internal validity were dealt with in the following ways in the present study;

1. history--did not pertain because the present study was status survey;

2. selection--copies of the questionnaires were delivered to all who met the criteria and all copies which were complete were employed;

3. statistical regression--did not pertain because the present study was status survey;

4. testing--did not pertain because the present study was status survey;

5. instrumentation--did not pertain because the present study was status survey;

6. mortality--did not pertain because the present

study was status survey;

7. maturation--did not pertain because the present study was status survey;

8. diffusion of treatment--did not pertain because the present study was status survey;

9. experimenter bias--the same written instructions were given to all subjects during instrumentation and there was no treatment;

10. statistical conclusions--two mathematical assumptions were violated (equal number in cells and random placement); the lack of an equal number of subjects in cells was corrected by using the general linear model and the researcher did not project beyond the statistical procedures employed in the current study.

McMillan and Schumacher (1989) cited two threats to external validity. The 2 threats to external validity were dealt with in the following ways in the present study;

1. population external validity--sample was not random; results should be generalized to similar groups only; and

2. ecological external validity--instruments were administered according to standard accepted procedures and there was no treatment.

Data Collection Procedures

The Class Representative for each Bachelor of Business Administration, Bachelor of Science in Management, Master of

Business Administration, or Master of Science in Management class received the following:

1. a letter of explanation and instruction (Appendix A);

2. sufficient copies of the Sexual Experiences Questionnaire (Appendix C) for the women in the class; and

3. sufficient copies of the Demographic Questionnaire (Appendix B), which included instructions for completion of both instruments, for the women in the class.

The packet of materials delivered to each Class Representative also included a return label addressed to the researcher or a researcher-addressed, postage-paid envelope for return of the questionnaires, dependent on the geographical location of the class. Each subject received a Demographic Questionnaire and the Sexual Experiences Questionnaire. The questionnaires included instructions for completing the instruments. The researcher examined each copy of the questionnaire for completeness, coded each usable questionnaire, and compiled a data sheet for analysis by Fort Hays State University's mainframe computer.

Research Procedures

The following research procedures were employed:

1. the topic was selected;

2. the researcher surveyed the literature from the Business Periodicals Index, ERIC, Psychology Abstracts, PSYCHLIT, and Sociofile through the Fort Hays State

University Forsythe Library and the Johnson County Library System;

3. instrument was selected;

4. permission to utilize and modify the instrument was obtained from the authors;

5. permission to conduct the study was obtained from the University;

6. the researcher developed the Demographic Questionnaire;

7. the research proposal was written;

8. the research proposal was defended;

9. data were collected;

10. the researcher prepared the questionnaire for computer processing;

11. data were computer analyzed;

12. the results were compiled;

13. thesis was completed;

14. thesis was defended before the thesis committee; and

15. thesis was edited for a final time.

Data Analysis

The following information was compiled:

1. appropriate descriptive statistics;

2. three-way analysis of variance (general linear model);

3. Bonferoni (Dunn) *t*-test for means;

4. Duncan's multiple-range test for means;

5. t-test for related data sets; and

6. t-test for single correlation coefficient.

Results

The purpose of the researcher was to investigate sexual harassment, for the same sample of women, in the university and the workplace. The sample consisted of 154 subjects. The independent variables investigated in this study were: student classification, age, major, and occupational type. The dependent variables were scores from the 3 scales of the Sexual Experiences Questionnaire: Gender Harassment, Unwanted Sexual Attention, and Sexual Coercion. Six composite null hypotheses were tested at the .05 level of significance. Four employed three-way analysis of variance (general linear model), one by t-test for related data sets, and one by t-test for single correlation coefficient. The following designs were used with composite null hypotheses numbered 1 through 6, respectively:

Composite null hypothesis number 1, a 2x3x2 factorial design;

Composite null hypothesis number 2, a 2x3x7 factorial design;

Composite null hypothesis number 3, a 2x2x7 factorial design;

Composite null hypothesis number 4, a 3x2x7 factorial design;

Composite null hypothesis number 5, a *t*-test for related data sets; and

Composite null hypothesis number 6, a *t*-test for single correlation coefficient.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among mean Sexual Experiences Questionnaire scores according to student classification, age, and major would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following information was cited in Table 1: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 1: A Comparison of Mean Sexual Experiences Questionnaire Scores for the Same Sample of Women in the University and the Workplace According to Student Classification, Age, and Major Employing a Three-Way Analysis of Variance (general linear model)

Variable	n	M*	s	F value	p level
		Gender Harassment - University			
Student Classification (A)					
Undergraduate	81	7.6	3.03	0.06	.8042
Graduate	73	7.7	3.33		
Age (B)					
20 - 34	78	7.4	2.87		
35 - 44	56	8.0	3.80	0.70	.4964
45 - Older	20	7.4	2.23		
Major (C)					
Business Administration	85	7.2	2.31	0.57	.4504
Business Management	69	8.2	3.93		
		Interactions			
		A x B		0.11	.8931
		A x C		0.47	.4954
		B x C		1.16	.3157
		A x B x C		2.68	.0720

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Gender Harassment - Workplace			
Student Classification (A)					
Undergraduate	81	12.0	5.88	0.19	.6633
Graduate	73	11.4	5.20		
Age (B)					
20 - 34	78	11.0[g]	4.99		
35 - 44	56	13.2[h]	6.13	4.57	.0120
45 - Older	20	11.0[g]	5.34		
Major (C)					
Business Administration	85	12.0	5.41	0.45	.5015
Business Management	69	12.0	5.76		
		Interactions			
		A x B		0.67	.5638
		A x C		0.33	.5148
		B x C		1.69	.1879
		A x B x C		5.07	.0075

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - University			
Student Classification (A)					
Undergraduate	81	6.3	0.88	1.28	.2604
Graduate	73	6.7	2.24		
Age (B)					
20 - 34	78	6.6	1.97		
35 - 44	56	6.4	1.49	1.21	.3000
45 - Older	20	6.3	0.55		
Major (C)					
Business Administration	85	6.2	0.71	1.53	.2188
Business Management	69	6.8	2.34		
	Interactions				
	A x B			0.54	.5827
	A x C			3.43	.0660
	B x C			2.68	.0719
	A x B x C			0.33	.7219

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - Workplace			
Student Classification (A)					
Undergraduate	81	8.5	3.60	0.07	.7868
Graduate	73	8.1	3.02		
Age (B)					
20 - 34	78	8.3	3.48		
35 - 44	56	8.7	3.45	1.96	.1441
45 - Older	20	7.4	2.11		
Major (C)					
Business Administration	85	8.5	3.38	0.31	.5766
Business Management	69	8.2	3.29		
		Interactions			
		A x B		1.49	.2298
		A x C		0.85	.3578
		B x C		0.44	.6475
		A x B x C		3.23	.0427

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - University			
Student Classification (A)					
Undergraduate	81	6.0	0.00	0.42	.5160
Graduate	73	6.0	0.35		
Age (B)					
20 - 34	78	6.0	0.00		
35 - 44	56	6.1	0.40	0.61	.5457
45 - Older	20	6.0	0.00		
Major (C)					
Business Administration	85	6.0	0.00	0.42	.5160
Business Management	69	6.0	0.36		
		Interactions			
		A x B		0.61	.5457
		A x C		0.42	.5160
		B x C		0.61	.5457
		A x B x C		0.61	.5457

(continued)

Table 1 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - Workplace			
Student Classification (A)					
Undergraduate	81	6.2	0.85	0.43	.5144
Graduate	73	6.3	0.72		
Age (B)					
20 - 34	78	6.3	0.89		
35 - 44	56	6.3	0.68	0.41	.6633
45 - Older	20	6.2	0.70		
Major (C)					
Business Administration	85	6.3	0.88	1.43	.2345
Business Management	69	6.2	0.66		
		Interactions			
		A x B		4.11	.0183
		A x C		0.34	.5614
		B x C		0.17	.8475
		A x B x C		0.37	.6931

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)
#Difference statistically significant at the .05 level

Four of the 42 p values were statistically significant at the .05 level; therefore the null hypotheses for these comparisons were rejected. One of the 4 statistically significant comparisons was for main effect. The following main effect was statistically significant: the independent variable age for the dependent variable Gender Harassment in the Workplace. The results cited in Table 1 indicated the following main effect: students aged from 35 years to 44 years reported a statistically higher mean score for Gender Harassment in the Workplace than those in other age groups.

Three of the 4 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. the independent variables student classification, age, and major for the dependent variable Gender Harassment in the Workplace;

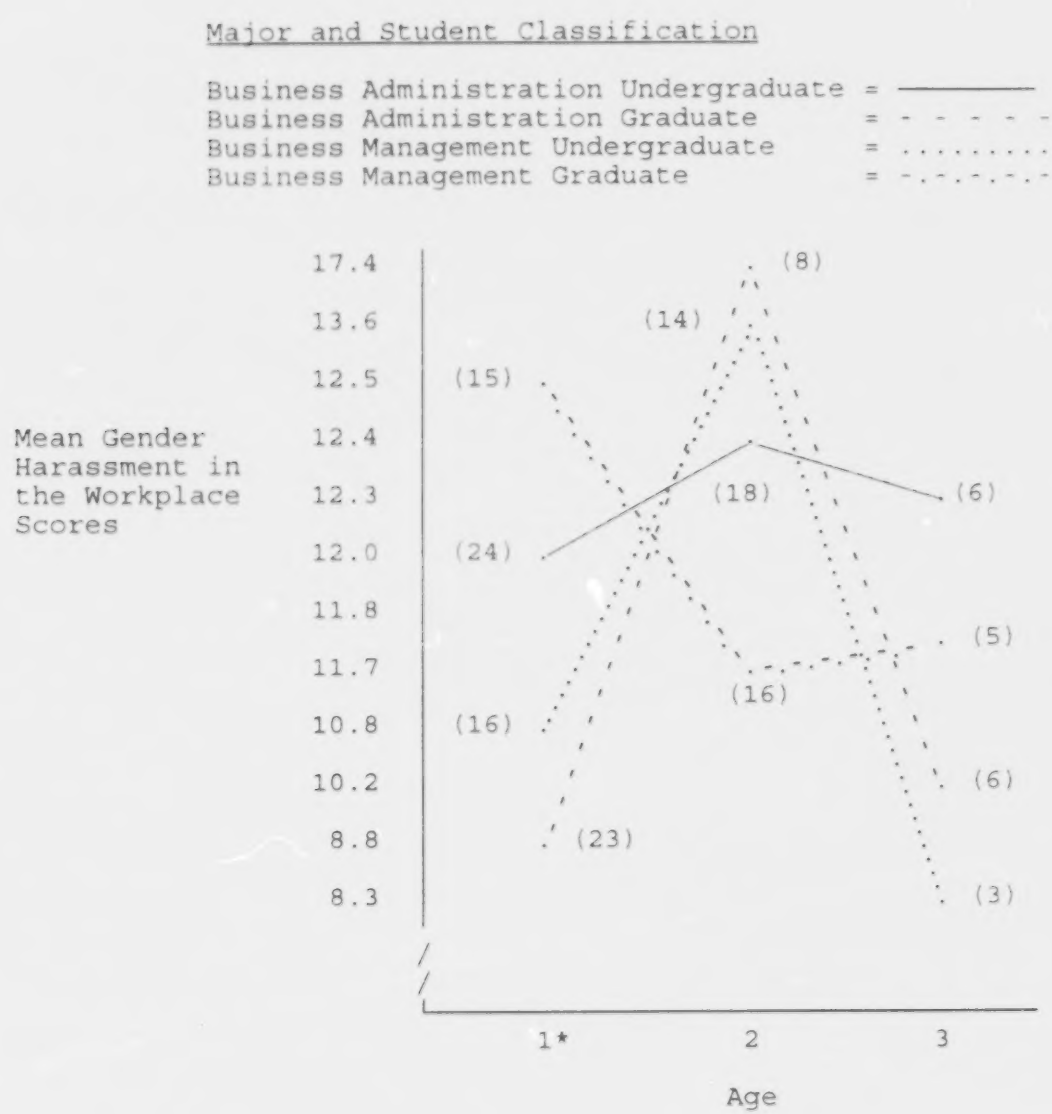
2. the independent variables student classification, age, and major for the dependent variable Unwanted Sexual Attention in the Workplace; and

3. the independent variables student classification and age for the dependent variable Sexual Coercion in the Workplace.

The interaction among the independent variables student classification, age, and major for the dependent variable Gender Harassment in the Workplace was depicted in a profile plot. Figure 1 contains: mean Gender Harassment scores and

curves for student classification and major.

Figure 1: The Interaction Among Student Classification, Age, and Major for the Dependent Variable Gender Harassment in the Workplace



*1 = 20 - 34 years of age
2 = 35 - 44 years of age
3 = 45 years of age and older

The interaction among the independent variables student

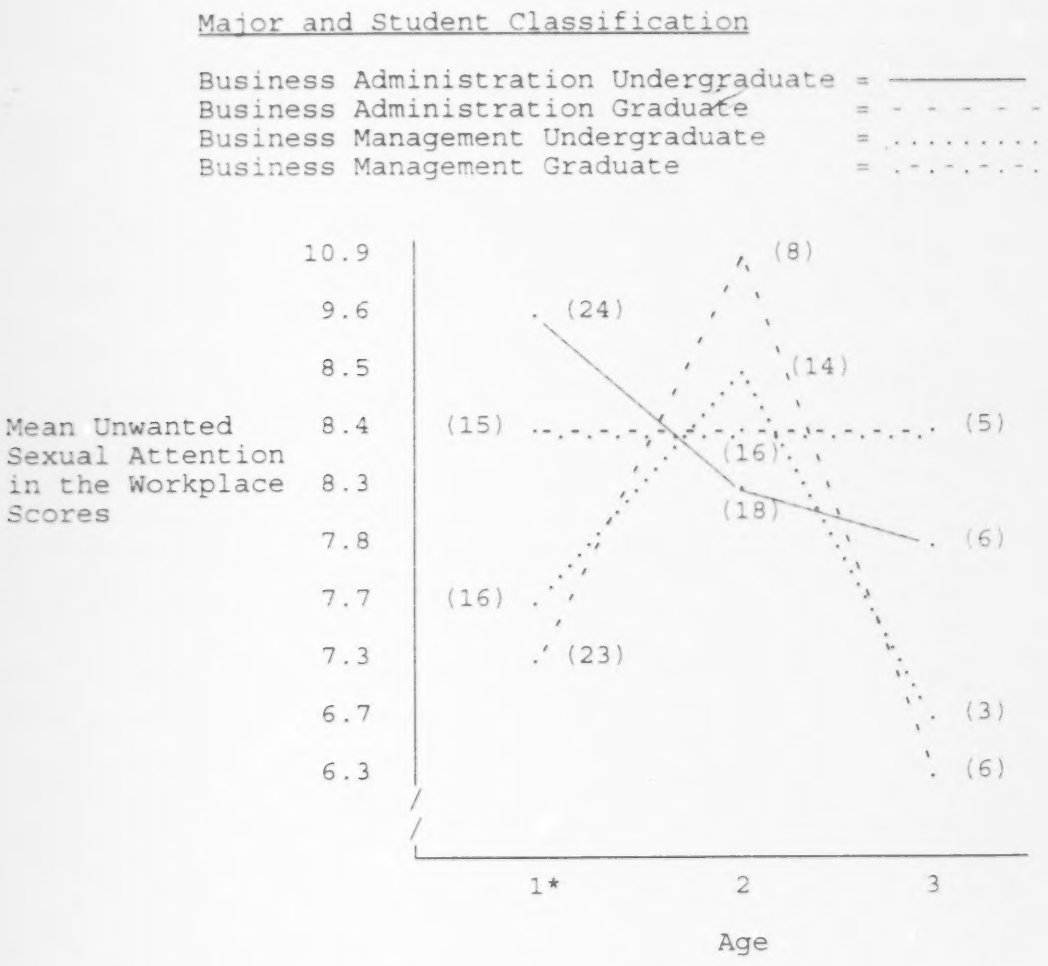
classification, age, and major for the dependent variable Gender Harassment in the Workplace was disordinal. The results cited in Figure 1 indicated the following:

1. graduate level business administration majors aged 35 to 44 years reported numerically higher mean Gender Harassment in the Workplace scores than any other subgroup; and

2. undergraduate level business management majors aged 45 years and older reported numerically lower mean Gender Harassment in the Workplace scores than any other subgroup.

The interaction among the independent variables student classification, age, and major for the dependent variable Unwanted Sexual Attention in the Workplace was depicted in a profile plot. Figure 2 contains: mean Unwanted Sexual Attention scores and curves for student classification and major.

Figure 2: The Interaction Among Student Classification, Age, and Major for the Dependent Variable Unwanted Sexual Attention in the Workplace



*1 = 20 - 34 years of age
2 = 35 - 44 years of age
3 = 45 years of age and older

The interaction among the independent variables student classification, age, and major for the dependent variable

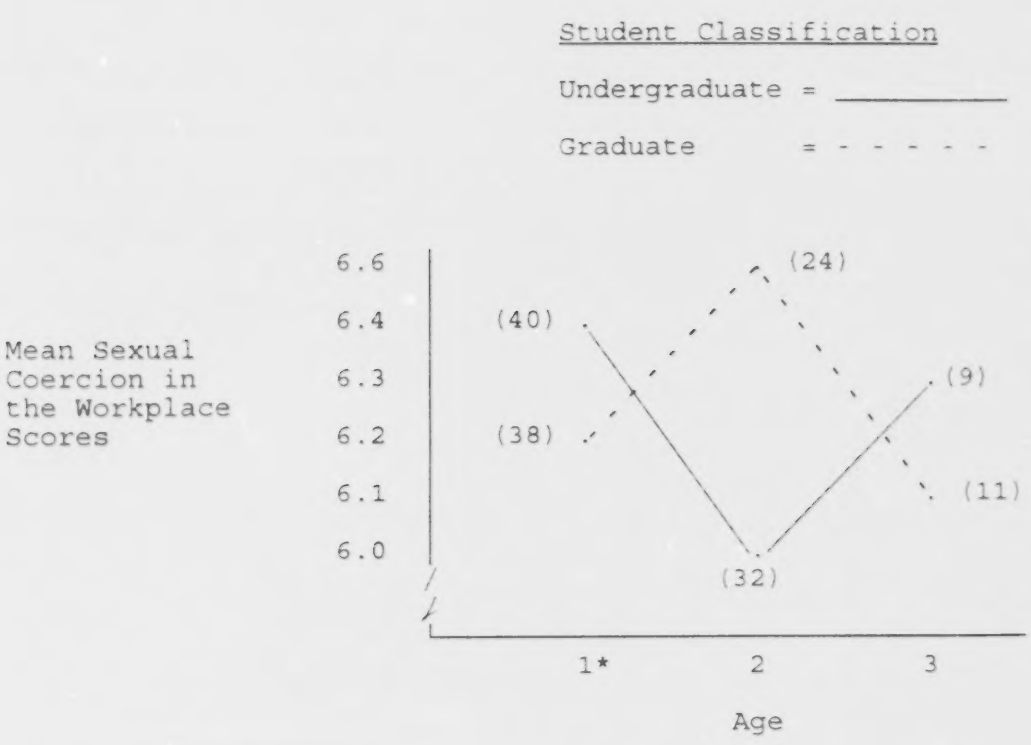
Unwanted Sexual Attention in the Workplace was disordinal. The results cited in Figure 2 indicated the following:

1. graduate level business administration majors aged 35 to 44 years reported numerically higher mean Unwanted Sexual Attention in the Workplace scores than any other subgroup; and

2. graduate level business administration majors aged 45 years and older reported numerically lower mean Unwanted Sexual Attention in the Workplace scores than any other subgroup.

The interaction between the independent variables student classification and age for the dependent variable Sexual Coercion in the Workplace setting was depicted in a profile plot. Figure 3 contains: mean Sexual Coercion scores and curves for student classification.

Figure 3: The Interaction Between Student Classification and Age for the Dependent Variable Sexual Coercion in the Workplace.



1 = 20 - 34 years of age
2 = 35 - 44 years of age
3 = 45 years of age and older

The interaction between the independent variables student classification and age for the dependent variable Sexual Coercion in the Workplace was disordinal. The results cited in Figure 3 indicated the following:

1. graduate level students aged 35 to 44 years reported numerically higher mean Sexual Coercion in the Workplace scores than any other subgroup; and

2. undergraduate level students aged 35 to 44 years reported numerically lower mean Sexual Coercion in the Workplace scores than any other subgroup.

It was hypothesized in composite null hypothesis number 2 that the differences among mean Sexual Experiences Questionnaire scores according to student classification, age, and occupational type would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following information was cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of Mean Sexual Experiences Questionnaire Scores for the Same Sample of Women in the University and the Workplace According to Student Classification, Age, and Occupational Type Employing a Three-Way Analysis of Variance (general linear model)

Variable	n	M*	s	F value	p level
		Gender Harassment - University			
Student Classification (A)					
Undergraduate	81	7.6	3.03	0.18	.6731
Graduate	73	7.7	3.33		
Age (B)					
20 - 34	78	7.4	2.87		
35 - 44	56	8.0	3.80	0.67	.5149
45 - Older	20	7.4	2.23		
Occupational Type (D)					
Medical	6	8.3	4.41		
Technical/Scientific	14	6.9	1.35		
Managerial	31	7.5	3.03	1.07	.3827
Retail/Sales/ Marketing/Service	38	8.1	3.22		
Clerical/Professional Support	20	8.8	5.00		
Other	28	7.4	2.74		
Financial/Accounting	17	6.5	0.87		
		Interactions			
		A x B		0.35	.7035
		A x D		0.87	.5157
		B x D		0.94	.5121
		A x B x D		0.77	.5972

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Gender Harassment - Workplace			
Student Classification (A)					
Undergraduate	81	12.0	5.88	0.70	.4060
Graduate	73	11.4	5.20		
Age (B)					
20 - 34	78	11.0	4.99		
35 - 44	56	13.2	6.13	2.84	.0624
45 - Older	20	11.0	5.34		
Occupational Type (D)					
Medical	6	11.0	4.68		
Technical/Scientific	14	11.4	4.93		
Managerial	31	12.0	5.45	1.87	.0922
Retail/Sales/ Marketing/Service	38	13.1	6.10		
Clerical/Professional Support	20	11.3	5.32		
Other	28	10.4	4.99		
Financial/Accounting	17	12.0	6.51		
		Interactions			
		A x B		0.90	.4091
		A x D		1.14	.3423
		B x D		0.98	.4742
		A x B x D		0.74	.6160

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - University			
Student Classification (A)					
Undergraduate	81	6.3	0.88	1.22	.2717
Graduate	73	6.7	2.24		
Age (B)					
20 - 34	78	6.6	1.97		
35 - 44	56	6.4	1.49	0.91	.4043
45 - Older	20	6.3	0.55		
Occupational Type (D)					
Medical	6	7.7	4.08		
Technical/Scientific	14	6.0	0.00		
Managerial	31	6.4	0.84		
Retail/Sales/ Marketing/Service	38	6.9	2.51	0.22	.9708
Clerical/Professional Support	20	6.5	1.10		
Other	28	6.4	1.26		
Financial/Accounting	17	6.2	0.53		
	Interactions				
	A x B			0.34	.7145
	A x D			0.88	.5089
	B x D			0.86	.5887
	A x B x D			0.36	.9035

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - Workplace			
Student Classification (A)					
Undergraduate	81	8.5	3.60	0.35	.5525
Graduate	73	8.1	3.02		
Age (B)					
20 - 34	78	8.3	3.48		
35 - 44	56	8.7	3.45	0.22	.7952
45 - Older	20	7.4	2.11		
Occupational Type (D)					
Medical	6	7.3	2.80		
Technical/Scientific	14	8.1	2.30		
Managerial	31	7.9	2.15		
Retail/Sales/ Marketing/Service	38	9.2	4.33	0.87	.5202
Clerical/Professional Support	20	8.1	3.57		
Other	28	8.0	3.21		
Financial/Accounting	17	8.5	3.43		
	Interactions				
	A x B			1.59	.2089
	A x D			0.79	.5805
	B x D			0.49	.9196
	A x B x D			1.10	.3675

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - University			
Student Classification (A)					
Undergraduate	81	6.00[g]	0.00	7.66	.0066
Graduate	73	6.04[h]	0.35		
Age (B)					
20 - 34	78	6.0[g]	0.00		
35 - 44	56	6.1[h]	0.40	7.81	.0007
45 - Older	20	6.0[g]	0.00		
Occupational Type (D)					
Medical	6	6.5	1.22		
Technical/Scientific	14	6.0	0.00		
Managerial	31	6.0	0.00		
Retail/Sales/ Marketing/Service	38	6.0	0.00	0.39	.8820
Clerical/Professional Support	20	6.0	0.00		
Other	28	6.0	0.00		
Financial/Accounting	17	6.0	0.00		
		Interactions			
		A x B		0.00	1.0000
		A x D		6.15	.0001
		B x D		5.14	.0001
		A x B x D		0.00	1.0000

(continued)

Table 2 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - Workplace			
Student Classification (A)					
Undergraduate	81	6.2	0.85	0.29	.5919
Graduate	73	6.3	0.72		
Age (B)					
20 - 34	78	6.3	0.89		
35 - 44	56	6.3	0.68	0.36	.6954
45 - Older	20	6.2	0.70		
Occupational Type (D)					
Medical	6	6.3	0.82		
Technical/Scientific	14	6.1	0.27		
Managerial	31	6.3	0.77		
Retail/Sales/ Marketing/Service	38	6.4	0.86	2.04	.0658
Clerical/Professional Support	20	6.2	0.37		
Other	28	6.3	1.19		
Financial/Accounting	17	6.1	0.49		
		Interactions			
		A x B		1.84	.1628
		A x D		0.53	.7878
		B x D		1.43	.1623
		A x B x D		0.29	.9403

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)
#Difference statistically significant at the .05 level

Four of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Two of the 4 statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. the independent variable student classification for the dependent variable Sexual Coercion in the University; and

2. the independent variable age for the dependent variable Sexual Coercion in the University.

The results cited in Table 2 indicated the following main effects:

1. graduate level students reported a statistically higher mean score for Sexual Coercion in the University than undergraduate students; and

2. students aged from 35 years to 44 years reported a statistically higher mean score for Sexual Coercion in the University than those in all other age groups.

Two of the 4 statistically significant comparisons were for interactions. The following interactions were statistically significant:

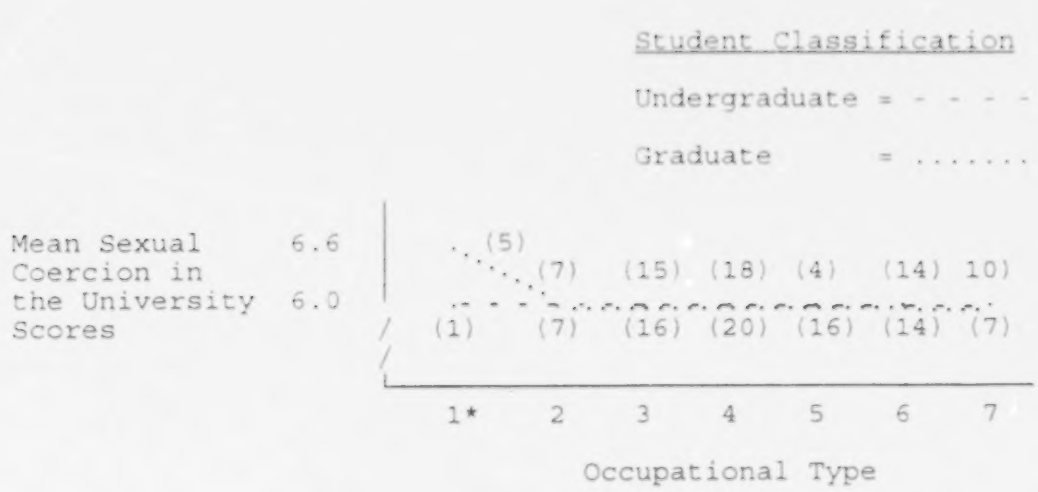
1. the independent variables student classification and occupational type for the dependent variable Sexual Coercion in the University; and

2. the independent variables age and occupational type for the dependent variable Sexual Coercion in the

University.

The interaction between the independent variables student classification and occupational type for the dependent variable Sexual Coercion in the University was depicted in a profile plot. Figure 4 contains: mean Sexual Coercion scores and curves for student classification.

Figure 4: The Interaction Between Student Classification and Occupational Type for the Dependent Variable Sexual Coercion in the University



*1 = medical; 2 = technical/scientific; 3 = managerial; 4 = retail/sales/marketing/service; 5 = clerical/professional support; 6 = other; 7 = financial/accounting

The interaction between the independent variables student classification and occupational type was disordinal. The results cited in Figure 4 indicated the following:

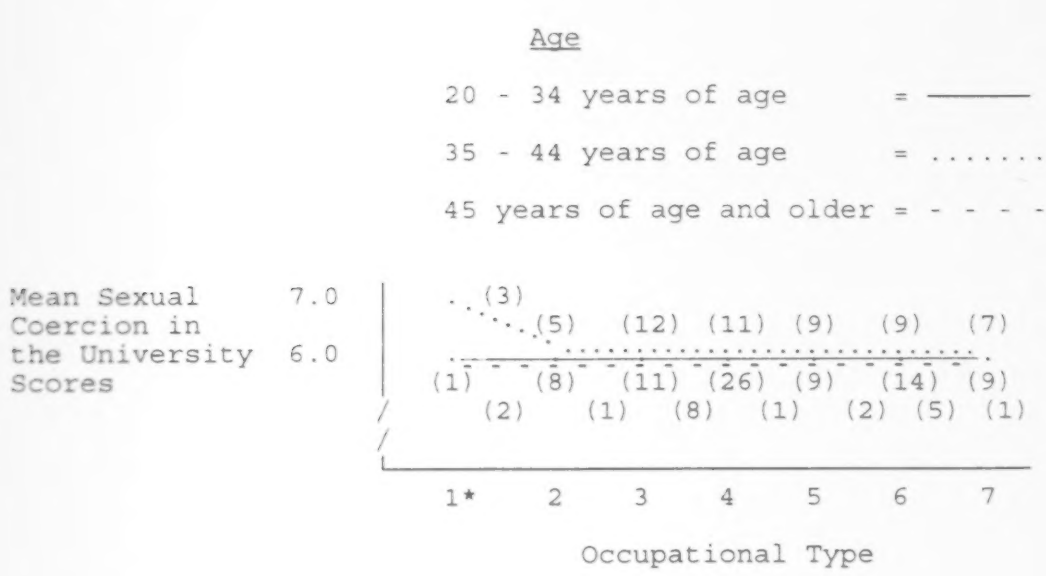
1. graduate level students in the medical occupational type reported a numerically higher mean Sexual Coercion in the University score than any other subgroup; and

2. all other students reported numerically identical mean Sexual Coercion in the University scores.

The interaction between the independent variables age and occupational type for the dependent variable Sexual Coercion

in the University was depicted in a profile plot. Figure 5 contains: mean Sexual Coercion scores and curves for age.

Figure 5: The Interaction Between Age and Occupational Type for the Dependent Variable Sexual Coercion in the University


Age
20 - 34 years of age = ———
35 - 44 years of age = ...
45 years of age and older = - - - -
Mean Sexual Coercion in the University Scores
7.0
6.0
(3) (5) (12) (11) (9) (9) (7)
(1) (8) (11) (26) (9) (14) (9)
(2) (1) (8) (1) (2) (5) (1)
1* 2 3 4 5 6 7
Occupational Type

*1 = medical; 2 = technical/scientific; 3 = managerial; 4 = retail/sales/marketing/service; 5 = clerical/professional support; 6 = other; 7 = financial/accounting

The interaction between the independent variables age and occupational type for the dependent variable Sexual Coercion in the University was disordinal. The results cited in Figure 5 indicated the following:

1. students aged 35 to 44 years in the medical occupational type reported numerically higher mean Sexual Coercion in the University scores than any other subgroup; and

2. all other students reported numerically identical mean Sexual Coercion in the University scores.

It was hypothesized in composite null hypothesis number

3 that the differences among mean Sexual Experiences Questionnaire scores according to student classification, major, and occupational type would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following information was cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Sexual Experiences Questionnaire Scores for the Same Sample of Women in the University and the Workplace According to Student Classification, Major, and Occupational Type Employing a Three-Way Analysis of Variance (general linear model)

Variable	n	M*	s	F value	p level
		Gender Harassment - University			
Student Classification (A)					
Undergraduate	81	7.6	3.03	0.05	.8173
Graduate	73	7.7	3.33		
Major (C)					
Business Administration	85	7.2[a]	2.31	6.35	.0130
Business Management	69	8.2[b]	3.93		
Occupational Type (D)					
Medical	6	8.3	4.41		
Technical/Scientific	14	6.9	1.35		
Managerial	31	7.5	3.03	1.73	.1194
Retail/Sales/ Marketing/Service	38	8.1	3.22		
Clerical/Professional Support	20	8.8	5.00		
Other	28	7.4	2.74		
Financial/Accounting	17	6.5	0.87		
		Interactions			
		A x C		0.29	.5925
		A x D		0.16	.9863
		C x D		2.83	.0127
		A x C x D		0.34	.8505

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Gender Harassment - Workplace			
Student Classification (A)					
Undergraduate	81	12.0	5.88	0.45	.5036
Graduate	73	11.5	5.23		
Major (C)					
Business Administration	85	11.6	5.41	0.49	.4874
Business Management	69	11.9	5.76		
Occupational Type (D)					
Medical	6	10.5	4.68		
Technical/Scientific	14	11.4	4.93		
Managerial	31	11.9	5.45	0.91	.4923
Retail/Sales/ Marketing/Service	38	13.1	6.10		
Clerical/Professional Support	20	11.4	5.32		
Other	28	10.4	4.99		
Financial/Accounting	17	11.9	6.52		
	Interactions				
	A x C			0.12	.7309
	A x D			0.47	.8263
	C x D			0.80	.5721
	A x C x D			1.12	.3481

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - University			
Student Classification (A)					
Undergraduate	81	6.3	0.88	0.51	.4776
Graduate	73	6.7	2.24		
Major (C)					
Business Administration	85	6.2[a]	0.71	6.23	.0138
Business Management	69	6.8[b]	2.34		
Occupational Type (D)					
Medical	6	7.7	4.08		
Technical/Scientific	14	6.0	0.00		
Managerial	31	6.4	0.84	1.09	.3705
Retail/Sales/ Marketing/Service	38	6.9	2.51		
Clerical/Professional Support	20	6.5	1.10		
Other	28	6.4	1.26		
Financial/Accounting	17	6.2	0.53		
	Interactions				
	A x C			1.18	.2793
	A x D			0.20	.9762
	C x D			1.42	.2120
	A x C x D			0.22	.9292

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - Workplace			
Student Classification (A)					
Undergraduate	81	8.5	3.60	0.25	.6200
Graduate	73	8.1	3.02		
Major (C)					
Business Administration	85	8.5	3.38	0.02	.8806
Business Management	69	8.2	3.29		
Occupational Type (D)					
Medical	6	7.3	2.80		
Technical/Scientific	14	8.1	2.30		
Managerial	31	7.9	2.15	0.58	.7442
Retail/Sales/ Marketing/Service	38	9.2	4.33		
Clerical/Professional Support	20	8.1	3.57		
Other	28	8.0	3.21		
Financial/Accounting	17	8.5	3.43		
	Interactions				
	A x C			0.79	.3760
	A x D			0.18	.9813
	C x D			0.48	.8221
	A x C x D			0.35	.8462

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - University			
Student Classification (A)					
Undergraduate	81	6.0	0.00	0.00	1.0000
Graduate	73	6.0	0.35		
Major (C)					
Business Administration	85	6.00[a]	0.00	20.30	.0001
Business Management	69	6.04[b]	0.36		
Occupational Type (D)					
Medical	6	6.5[a]	1.22		
Technical/Scientific	14	6.0[b]	0.00		
Managerial	31	6.0[b]	0.00	6.36	.0001
Retail/Sales/ Marketing/Service	38	6.0[b]	0.00		
Clerical/Professional Support	20	6.0[b]	0.00		
Other	28	6.0[b]	0.00		
Financial/Accounting	17	6.0[b]	0.00		
	Interactions				
	A x C			0.00	1.0000
	A x D			0.00	1.0000
	C x D			11.62	.0001
	A x C x D			0.00	1.0000

(continued)

Table 3 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - Workplace			
Student Classification (A)					
Undergraduate	81	6.2	0.85	0.11	.7360
Graduate	73	6.3	0.72		
Major (C)					
Business Administration	85	6.3	0.88	0.10	.9030
Business Management	69	6.2	0.66		
Occupational Type (D)					
Medical	6	6.3	0.82		
Technical/Scientific	14	6.1	0.27		
Managerial	31	6.3	0.77	0.32	.9272
Retail/Sales/ Marketing/Service	38	6.4	0.86		
Clerical/Professional Support	20	6.2	0.37		
Other	28	6.3	1.19		
Financial/Accounting	17	6.1	0.49		
		Interactions			
		A x C		0.23	.6333
		A x D		0.35	.9072
		C x D		0.50	.8064
		A x C x D		0.85	.4975

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)
[b]Difference statistically significant at the .05 level according to Bonferoni (Dunn) t-test for means
[a]Difference statistically significant at the .05 level

Six of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Four of the 6 statistically significant comparisons were for main effects. The following main effects were statistically significant:

1. the independent variable major for the dependent variable Gender Harassment in the University;

2. the independent variable major for the dependent variable Unwanted Sexual Attention in the University;

3. the independent variable major for the dependent variable Sexual Coercion in the University; and

4. the independent variable occupational type for the dependent variable Sexual Coercion in the University.

The results cited in Table 3 indicated the following for main effects:

1. students majoring in business management exhibited a statistically higher mean score for Gender Harassment in the University than those majoring in business administration;

2. students majoring in business management had a statistically higher mean score for Unwanted Sexual Attention in the University than those majoring in business administration;

3. students majoring in business management reported a statistically higher mean score for Sexual Coercion in the University than those majoring in business administration;

and

4. students employed in medical occupational types had a statistically higher mean score for Sexual Coercion in the University than those from all other occupational types.

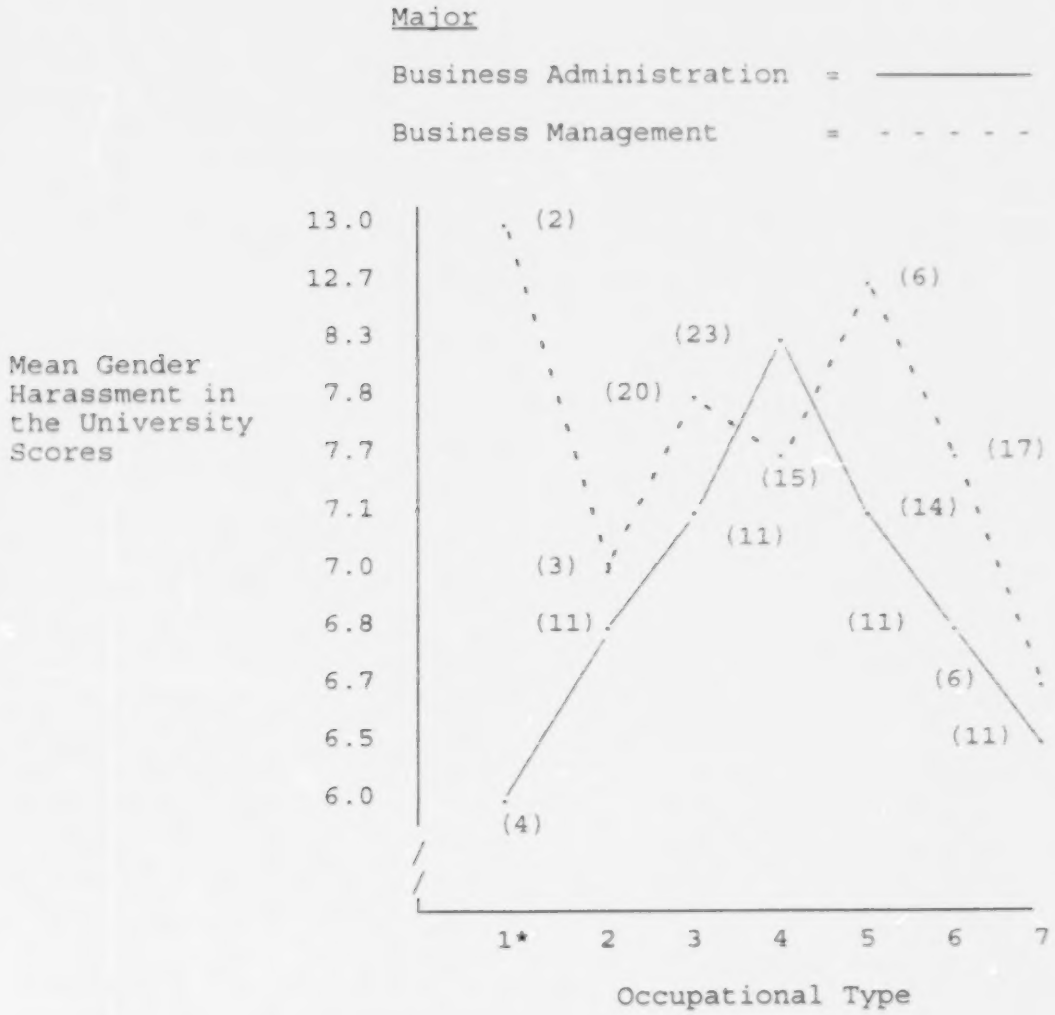
Two of the 6 statistically significant comparisons were for interactions. The following interactions were statistically significant:

1. the independent variables major and occupational type for the dependent variable Gender Harassment in the University; and

2. the independent variables major and occupational type for the dependent variable Sexual Coercion in the University.

The interaction between the independent variables major and occupational type for the dependent variable Gender Harassment in the University was depicted in a profile plot. Figure 6 contains mean Gender Harassment scores and curves for major.

Figure 6: The Interaction Between Major and Occupational Type for the Dependent Variable Gender Harassment in the University



*1 = medical; 2 = technical/scientific; 3 = managerial; 4 = retail/sales/marketing/service; 5 = clerical/professional support; 6 = other; 7 = financial/accounting

The interaction between the independent variables major and occupational type for the dependent variable Gender

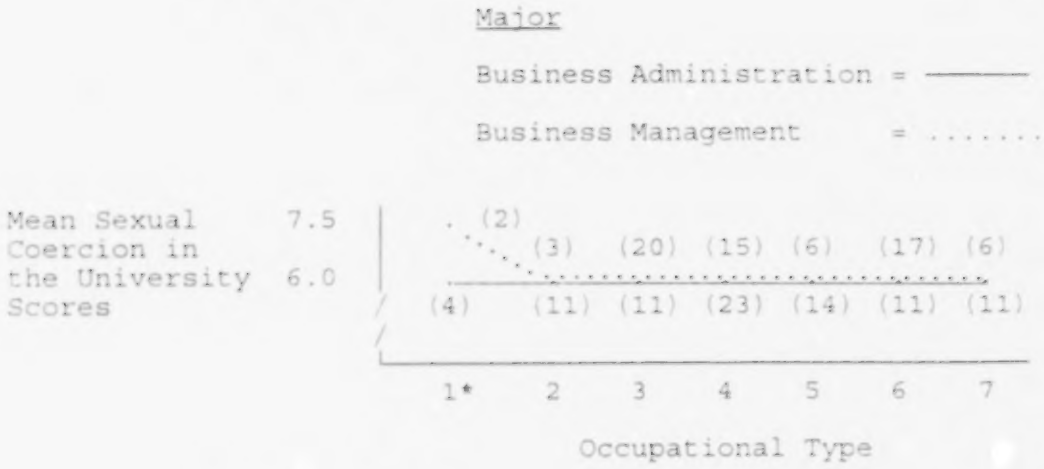
Harassment in the University was disordinal. The results cited in Figure 2 indicated the following:

1. business management majors who were in the medical occupational type reported numerically greater Gender Harassment in the University scores than any subgroup; and

2. business administration majors who were in the medical occupational type reported numerically lower Gender Harassment in the University scores than any subgroup.

The interaction between the independent variables major and occupational type for the dependent variable Sexual Coercion in the University was depicted in a profile plot. Figure 7 contains: mean Sexual Coercion scores and curves for major.

Figure 7: The Interaction Between Major and Occupational Type for the Dependent Variable Sexual Coercion in the University



*1 = medical; 2 = technical/scientific; 3 = managerial; 4 = retail/sales/marketing/service; 5 = clerical/professional support; 6 = other; 7 = financial/accounting

The interaction between the independent variables major and occupational type for the dependent variable Sexual Coercion in the University was disordinal. The results cited in Figure 7 indicated the following:

1. business management majors in the medical occupational type reported numerically higher Sexual Coercion in the University scores than any subgroup; and

2. all other students reported numerically identical mean Sexual Coercion in the University scores.

It was hypothesized in composite hull hypothesis number

4 that the differences among mean Sexual Experiences Questionnaire scores according to age, major, and occupational type would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following information was cited in Table 4: variables, group sizes, means, standard deviations, *F* values, and *p* levels.

Table 4: A Comparison of Mean Sexual Experiences Questionnaire Scores for the Same Sample of Women in the University and the Workplace According to Age, Major, and Occupational Type Employing a Three-Way Analysis of Variance (general linear model)

Variable	n	M*	s	F value	p level
		Gender Harassment - University			
Age (B)					
20 - 34	78	7.4	2.87		
35 - 44	56	8.0	3.80	0.06	.9457
45 - Older	20	7.4	2.23		
Major (C)					
Business Administration	85	7.2[a]	2.31	4.36	.0388
Business Management	69	8.2[b]	3.93		
Occupational Type (D)					
Medical	6	8.3	4.41		
Technical/Scientific	14	6.9	1.35		
Managerial	31	7.5	3.03	1.64	.1411
Retail/Sales/ Marketing/Service	38	8.1	3.22		
Clerical/Professional Support	20	8.8	5.00		
Other	28	7.4	2.74		
Financial/Accounting	17	6.5	0.87		
		Interactions			
		B x C		0.36	.6962
		B x D		0.26	.9944
		C x D		2.59	.0213
		B x C x D		1.33	.2546

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Gender Harassment - Workplace			
Age (B)					
20 - 34	78	11.0	4.99		
35 - 44	56	13.2	6.13	2.95	.0561
45 - Older	20	11.0	5.34		
Major (C)					
Business Administration	85	12.0	5.41	1.07	.3041
Business Management	69	12.0	5.76		
Occupational Type (D)					
Medical	6	11.0	4.68		
Technical/Scientific	14	11.4	4.93		
Managerial	31	12.0	5.45	1.53	.1727
Retail/Sales/ Marketing/Service	38	13.1	6.10		
Clerical/Professional Support	20	11.3	5.32		
Other	28	10.4	4.99		
Financial/Accounting	17	12.0	6.51		
	Interactions				
	B x C			0.67	.5150
	B x D			1.10	.3705
	C x D			1.25	.2846
	B x C x D			0.73	.6035

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - University			
Age (B)					
20 - 34	78	6.6	1.97		
35 - 44	56	6.4	1.49	0.79	.4554
45 - Older	20	6.3	0.55		
Major (C)					
Business Administration	85	6.2	0.71	2.42	.1225
Business Management	69	6.8	2.34		
Occupational Type (D)					
Medical	6	7.7	4.08		
Technical/Scientific	14	6.0	0.00		
Managerial	31	6.4	0.84	0.88	.5086
Retail/Sales/ Marketing/Service	38	6.9	2.51		
Clerical/Professional Support	20	6.5	1.10		
Other	28	6.4	1.26		
Financial/Accounting	17	6.2	0.53		
		Interactions			
		B x C		1.67	.1930
		B x D		0.07	1.0000
		C x D		1.07	.3866
		B x C x D		0.44	.8166

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Unwanted Sexual Attention - Workplace			
Age (B)					
20 - 34	78	8.3	3.48		
35 - 44	56	8.7	3.45	0.52	.5961
45 - Older	20	7.4	2.11		
Major (C)					
Business Administration	85	8.5	3.38	0.13	.7228
Business Management	69	8.2	3.29		
Occupational Type (D)					
Medical	6	7.3	2.80		
Technical/Scientific	14	8.1	2.30		
Managerial	31	7.9	2.15	0.63	.7055
Retail/Sales/ Marketing/Service	38	9.2	4.33		
Clerical/Professional Support	20	8.1	3.57		
Other	28	8.0	3.21		
Financial/Accounting	17	8.5	3.43		
	Interactions				
	B x C			0.54	.5867
	B x D			0.38	.9677
	C x D			0.50	.8067
	B x C x D			0.81	.5419

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - University			
Age (B)					
20 - 34	78	6.0	0.00		
35 - 44	56	6.1	0.40	0.00	1.0000
45 - Older	20	6.0	0.00		
Major (C)					
Business Administration	85	6.00[g]	0.00	9.44	.0026
Business Management	69	6.04[h]	0.36		
Occupational Type (D)					
Medical	6	6.5[a]	1.22		
Technical/Scientific	14	6.0[b]	0.00		
Managerial	31	6.0[b]	0.00	6.50	.0001
Retail/Sales/ Marketing/Service	38	6.0[b]	0.00		
Clerical/Professional Support	20	6.0[b]	0.00		
Other	28	6.0[b]	0.00		
Financial/Accounting	17	6.0[b]	0.00		
	Interactions				
	B x C			0.00	1.0000
	B x D			0.00	1.0000
	C x D			6.20	.0001
	B x C x D			0.00	1.0000

(continued)

Table 4 (continued)

Variable	n	M*	s	F value	p level
		Sexual Coercion - Workplace			
Age (B)					
20 - 34	78	6.3	0.89		
35 - 44	56	6.3	0.68	0.27	.7609
45 - Older	20	6.2	0.70		
Major (C)					
Business Administration	85	6.3	0.88	0.04	.8364
Business Management	69	6.2	0.66		
Occupational Type (D)					
Medical	6	6.3	0.82		
Technical/Scientific	14	6.1	0.27		
Managerial	31	6.3	0.77	1.92	.0836
Retail/Sales/ Marketing/Service	38	6.4	0.86		
Clerical/Professional Support	20	6.2	0.37		
Other	28	6.3	1.19		
Financial/Accounting	17	6.1	0.49		
	Interactions				
	B x C			0.03	.9673
	B x D			1.05	.4126
	C x D			0.27	.9503
	B x C x D			0.59	.7071

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)
[a][b]Difference statistically significant at the .05 level according to Bonferoni (Dunn) t-test for means
[a][b]Difference statistically significant at the .05 level

Five of the 42 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Three of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .05 level:

1. the independent variable major for the dependent variable Gender Harassment in the University (recurring, Table 3);

2. the independent variable major for the dependent variable Sexual Coercion in the University (recurring, Table 3); and

3. the independent variable occupational type for the dependent variable Sexual Coercion in the University (recurring, Table 3).

No additional associations between independent and dependent variables were found.

Two of the 5 statistically significant comparisons were for interactions. The following interactions were statistically significant at the .05 level:

1. the independent variables major and occupational type for the dependent variable Gender Harassment in the University (recurring, Figure 6); and

2. the independent variables major and occupational type for the dependent variable Sexual Coercion in the University (recurring, Figure 7).

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It was hypothesized in composite null hypothesis number 5 that the differences among Sexual Experiences Questionnaire scores according to university experiences and workplace experiences for the same sample of women would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following information was cited in Table 5: variables, group sizes, means, standard deviations, *t* values, and *p* levels.

Table 5: A Comparison of Mean Sexual Experiences Questionnaire Scores for the Same Sample of Women According to University Experiences and Workplace Experiences Employing a *t*-test for Related Data Sets

Variable (Environment)	*n*	*M**	*s*	*t* value	*p* level
Scale 1					
Gender Harassment - University	154	7.6	3.17		
				-9.9105207	.0001
Scale 1A					
Gender Harassment - Workplace	154	11.8	5.55		
Scale 2					
Unwanted Sexual Attention - University	154	6.5	1.67		
				-6.8450940	.0001
Scale 2A					
Unwanted Sexual Attention - Workplace	154	8.3	3.33		
Scale 3					
Sexual Coercion - University	154	6.0	0.24		
				-3.8016164	.0002
Scale 3A					
Sexual Coercion - Workplace	154	6.3	0.79		

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)

Three of the 3 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table 5 indicated the following:

1. the mean Gender Harassment was statistically higher in the workplace than in the university;

2. the mean Unwanted Sexual Attention was statistically higher in the workplace than in the university; and

3. the mean Sexual Coercion was statistically higher in the workplace than in the university.

It was hypothesized in composite null hypothesis number 6 that the differences among the correlation coefficients and zero for the Sexual Experiences Questionnaire scores for the same sample of women in the university and the workplace setting would not be statistically significant. Information pertaining to composite null hypothesis number 6 was presented in Table 6. The following information was cited in Table 6: variables, group sizes, means, standard deviations, correlation coefficients, r^2, and conditional variance.

Table 6: A Comparison of the Correlation Coefficients of the Sexual Experiences Questionnaire Scores and Zero for the Same Sample of Women in the University and the Workplace Employing a t-test for Single Correlation Coefficient

Variable	n	M*	s	Correlation Coefficient	r^2	Conditional Variance
Scale 1						
Gender Harassment - University	154	7.6	3.17			
				.41***	.17	17%
Scale 1A						
Gender Harassment - Workplace	154	11.8	5.55			
Scale 2						
Unwanted Sexual Attention - University	154	6.5	1.67			
				.27***	.07	7%
Scale 2A						
Unwanted Sexual Attention - Workplace	154	8.3	3.33			
Scale 3						
Sexual Coercion - University	154	6.0	0.24			
				.18**	.03	3%
Scale 3A						
Sexual Coercion - Workplace	154	6.3	0.79			

*The larger the value, the greater the frequency of experience (the possible scores and theoretical means; Gender Harassment, 6-30, 18; Unwanted Sexual Attention, 6-30, 18; and Sexual Coercion, 6-30, 18)
**Statistically significant at the .05 level
***Statistically significant at the .01 level

Three of the 3 correlation coefficients were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table 6 indicated the following:

1. the correlation coefficient between Gender Harassment in the University and Gender Harassment in the Workplace was statistically greater than 0;

2. the correlation coefficient between Unwanted Sexual Attention in the University and Unwanted Sexual Attention in the Workplace was statistically greater than 0; and

3. the correlation coefficient between Sexual Coercion in the University and Sexual Coercion in the Workplace was statistically greater than 0.

Discussion

Summary

The purpose of the researcher was to investigate sexual harassment, for the same sample of women, in the university and the workplace. The sample consisted of 154 students. The following independent variables were investigated: student classification, age, major, and occupational type. The dependent variables were scores from the following scales of the Sexual Experiences Questionnaire: Gender Harassment, Unwanted Sexual Attention, and Sexual Coercion. Six composite null hypotheses were tested at the .05 level of significance. Four employed three-way analysis of variance (general linear model), one by t-test for related data sets, and one by t-test for single correlation coefficient.

A total of 78 comparisons were made plus 96 recurring. Of the 78 comparisons, 30 were for main effects and 48 were for interactions. Of the 30 comparisons for main effects, 13 were statistically significant at the .05 level. The following main effects were significant:

1. the independent variable age for the dependent variable Gender Harassment in the Workplace;

2. the independent variable student classification for the dependent variable Sexual Coercion in the University;

3. the independent variable age for the dependent

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variable Sexual Coercion in the University;

4. the independent variable major for the dependent variable Gender Harassment in the University;

5. the independent variable major for the dependent variable Unwanted Sexual Attention in the University;

6. the independent variable major for the dependent variable Sexual Coercion in the University;

7. the independent variable occupational type for the dependent variable Sexual Coercion in the University;

8. Gender Harassment in the University and Gender Harassment in the Workplace;

9. Unwanted Sexual Attention in the University and Unwanted Sexual Attention in the Workplace;

10. Sexual Coercion in the University and Sexual Coercion in the Workplace;

11. the correlation coefficient between Gender Harassment in the University and Gender Harassment in the Workplace;

12. the correlation coefficient between Unwanted Sexual Attention in the University and Unwanted Sexual Attention in the Workplace; and

13. the correlation coefficient between Sexual Coercion in the University and Sexual Coercion in the Workplace.

The results indicated the following for statistically significant main effects:

1. students aged 35 years to 44 years reported a statistically greater mean for Gender Harassment in the workplace setting than other subgroups;

2. graduate level students had a significantly greater mean for Sexual Coercion in the university setting than undergraduate students;

3. students aged 35 years to 44 years reported a statistically greater mean for Sexual Coercion in the university setting than other subgroups;

4. students majoring in business management had a significantly greater mean for Gender Harassment in the university setting than those majoring in business administration;

5. students majoring in business management reported a statistically greater mean for Unwanted Sexual Attention in the university setting than students majoring in business administration;

6. students majoring in business management had a statistically greater mean for Sexual Coercion in the university setting than those majoring in business administration;

7. students employed in medical occupational types reported a significantly greater mean for Sexual Coercion in the university setting;

8. students reported a significantly greater mean for Gender Harassment in the workplace setting than in the

university setting;

9. students reported a significantly greater mean for Unwanted Sexual Attention in the workplace setting than in the university setting;

10. students reported a significantly greater mean for Sexual Coercion in the workplace setting than in the university setting;

11. the correlation coefficient between Gender Harassment in the university setting and Gender Harassment in the workplace setting was statistically greater than 0;

12. the correlation coefficient between Unwanted Sexual Attention in the university setting and Unwanted Sexual Attention in the workplace setting was statistically greater than 0; and

13. the correlation coefficient between Sexual Coercion in the university setting and Sexual Coercion in the workplace setting was statistically greater than 0.

Of the 48 interactions, 7 were statistically significant at the .05 level. The following interactions were statistically significant:

1. the independent variables student classification, age and major for the dependent variable Gender Harassment in the Workplace;

2. the independent variables student classification, age, and major for the dependent variable Unwanted Sexual Attention in the Workplace;

3. the independent variables student classification and age for the dependent variable Sexual Coercion in the Workplace;

4. the independent variables student classification and occupational type for the dependent variable Sexual Coercion in the University;

5. the independent variables age and occupational type for the dependent variable Sexual Coercion in the University;

6. the independent variables major and occupational type for the dependent variable Gender Harassment in the University; and

7. the independent variables major and occupational type for the dependent variable Sexual Coercion in the University.

Related Literature and Results of the Present Study

Current literature related to sexual harassment in the university and in the workplace, while of great variation, was supported by the present study in several ways. Findings presented by Fitzgerald, Shullman, et al. (1988) indicated that female graduate level students were more likely to report a higher incidence of sexual harassment than female undergraduate students. The results of the present study revealed a significant main effect for student classification and statistically significant interactions for the independent variable student classification and the

dependent variables Gender Harassment and Unwanted Sexual Attention in the Workplace, and Sexual Coercion in the Workplace and in the University.

Many researchers maintain age is closely related to student classification. Barak et al. (1992) and Bremer et al. (1991) presented evidence which suggested younger women reported and perceived less sexual harassment than older women. The present researcher also noted a significant involvement of the independent variable age, particularly related to those subjects aged 35 years to 44 years. This age group reported more sexual harassment on all scales than those aged 20 years to 34 years or those aged 45 years and older. Examination of the mean scores of the youngest subgroup and the oldest subgroup revealed identical results for Gender Harassment in both settings and Sexual Coercion in the university setting. The less traditional site of the present study introduced a greater variation in subject age than those the researcher found in studies performed on more traditional campuses. Consequently, while it was evident that age was a factor for the current researcher and others, related literature the researcher investigated did not cover non-traditional adult students of widely divergent ages.

In 1980, Till theorized that women majoring in non-traditional fields, such as science and mathematics, experience more sexual harassment than those majoring in subjects highly subscribed by women, such as nursing or

education. However, Ryan and Kenig (1991) found higher incidence of sexual harassment reported by women in traditional fields. The present researcher found evidence to support Ryan's and Kenig's findings. Although only two majors were investigated, business administration and business management, students majoring in business management consistently reported a higher frequency of experience with sexually harassing behaviors. At the university the present researcher surveyed, the curriculum of the business management program was more highly subscribed by women than men.

In addition to traditional majors in the university, Ryan and Kenig (1991) further hypothesized that individuals employed in traditional occupations would also experience more sexual harassment than those in less traditional fields. The present study indicated a significant main effect and interactions involving the independent variable occupational type and the dependent variables Gender Harassment and Sexual Coercion in the University. Students employed in medical occupations reported a higher mean score for Sexual Coercion in the University than any other subgroup. Over 90% of the students classified in the medical occupational type were employed in the field of nursing, which was defined in prior studies as a traditional career for women. The current results appeared to support the findings of Ryan and Kenig.

According to Gervasio and Ruckdeschel (1992) and Gruber (1990), women in the workforce experience sexually harassing behaviors more frequently than women in the university. The present study appears to corroborate their findings. Mean scores on all scales in the workplace were consistently higher than those reported for the university.

Fitzgerald, Gelfand, and Dragow (1994) concluded that sexual harassment may best be described as a psychological construct, rather than behavior which can simply be measured. The results of the present study were also supportive of that implication. The current researcher found a relationship existed between those who experienced sexually harassing behaviors at the university and those who experienced the same in the workplace, thus supporting Fitzgerald, Gelfand, and Dragow and other researchers who have suggested the same.

Generalizations

The results of the present study appeared to support the following generalizations:

1. there is greater Gender Harassment in the workplace setting than in the university setting;

2. there is greater Unwanted Sexual Attention in the workplace setting than in the university setting;

3. there is greater Sexual Coercion in the workplace setting than in the university setting;

4. there is a relationship between employed female

students reporting Gender Harassment in the university and reporting Gender Harassment in the workplace;

5. there is a relationship between employed female students reporting Unwanted Sexual Attention in the university and reporting Unwanted Sexual Attention in the workplace;

6. there is a relationship between employed female students reporting Sexual Coercion in the university and reporting Sexual Coercion in the workplace;

7. employed female student classification, age, and major should be interpreted concurrently for Gender Harassment in the workplace setting;

8. employed female student classification, age, and major should be interpreted concurrently for Unwanted Sexual Attention in the workplace setting;

9. employed female student classification and age should be interpreted concurrently for Sexual Coercion in the workplace setting;

10. employed female student classification and occupational type should be interpreted concurrently for Sexual Coercion in the university setting;

11. employed female student age and occupational type should be interpreted concurrently for Sexual Coercion in the university setting;

12. employed female student major and occupational type should be interpreted concurrently for Gender

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Harassment in the university setting;

13. employed female student major and occupational type should be interpreted concurrently for Sexual Coercion in the university setting; and

14. the reported incidence of sexual harassment is low.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study should be replicated with a large random sample;

2. the study should be replicated in other non-traditional university settings;

3. the study should be replicated with subjects in varying academic majors;

4. the study should be replicated in other geographical areas; and

5. the study should be replicated utilizing subjects with less familiarity and less exposure to survey instruments.

Implications

Result of the present study appeared to support the following implications:

1. the prevalence of gender harassment in the university and in the workplace suggests that communication skills must be monitored and cross-gender communication

training available with participation encouraged for every member of the institution;

2. student services professionals need to be especially sensitive to those students majoring in business management by ensuring that information related to recognizing, reporting, deflecting, and coping with the effects of sexual harassment is available;

3. student services professionals need to ensure that those students preparing for medical occupations or employed in medical occupations are trained in recognizing, reporting, deflecting, and coping with the effects of sexual harassment;

4. student services professionals need to be aware of which groups of students on their specific campus are particularly vulnerable to sexual harassment and actively work to counteract the behaviors and the effects;

5. with a large population of adjunct faculty selected from the business community where sexual harassment appears to be more prevalent, it is important to provide extensive training regarding what is acceptable behavior in and out of the classroom;

6. more research must be conducted to further explore the theory that sexual harassment is a psychological construct and may depend upon the individual rather than the environment;

7. the higher incidence of sexual harassment in the

workplace suggests that human resources professionals should become more proactive and offer seminars designed to heighten sensitivity toward sexually harassing behavior in the workplace; and

8. student services professionals and human resources professionals should encourage the administration and management of their respective institutions to promote a zero tolerance policy for sexual harassment.

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APPENDIX A

Letter of Explanation and Instruction to Class Representatives

TO: Class Representative

FROM: Terri Beauregard

RE: Enclosed Survey

DATE: December 11, 1995

Please distribute the enclosed surveys to the **women only** in your class to assist in collecting data for a special project. Remind them to provide a response to every question on each page as I will not be able to utilize incomplete surveys. Once the surveys are completed, they may be returned to you so you can seal them in the envelope provided and place them in the box at the complex mailbox center marked "Terri's Survey" (**Topeka Class Representatives**: seal them in the postage-paid envelope provided and drop them in the mail as soon as possible). Please assure those completing the survey that responses are confidential and cannot and will not be traced to individuals.

Your assistance in distributing the surveys is greatly appreciated as are the responses of the participants. Thank you!

APPENDIX B

Demographic Questionnaire

University and Workplace Experiences Study

DEMOGRAPHIC QUESTIONNAIRE

Thank you for voluntarily participating in this study. Your thoughtful and complete responses on both questionnaires are greatly appreciated and will assist in the collection of confidential data for use in a comprehensive study. If you have any additional comments, please feel free to write them on the reverse of either page. Once you have completed both pages, return them to the Class Representative.

1. What is your gender? ☐ Female ☐ Male
   (If your response is "**Male**", please do not continue. This questionnaire is designed for women only. Thank you.)

2. What is your ethnicity?
   ☐Afro-American ☐Amer. Indian/Alaskan Native ☐Asian/Pacific Islander ☐Hispanic ☐Caucasian

3. What is your age group?
   ☐ 20-24 ☐ 25-29 ☐ 30-34 ☐ 35-39
   ☐ 40-44 ☐ 45-49 ☐ 50-54 ☐ 55 +

4. In which program are you currently enrolled?
   ☐ BBA ☐ MBA
   ☐ BSM ☐ MSM

5. What is your marital status?
   ☐ Single ☐ Divorced/Separated
   ☐ Married ☐ Widowed

6. Are you currently employed? ☐ Yes ☐ No

7. What is your occupation (job title)?

   _____

8. Is your position full or part-time? ☐ Full-time ☐ Part-time

9. How long have you held your current position?
   ☐ less than 1 year ☐ 6 - 10 years ☐ 16 - 20 years
   ☐ 1 - 5 years ☐ 11 - 15 years ☐ more than 20 years

PLEASE CONTINUE ON THE NEXT PAGE

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APPENDIX C

Sexual Experiences Questionnaire

EXPERIENCES QUESTIONNAIRE

Instructions: Please circle the response in each category (University and Workplace) which most closely describes your experiences. The scale is as follows:

NEVER = 1; ONCE OR TWICE = 2; SOMETIMES = 3; OFTEN = 4; MOST OF THE TIME = 5.

During the past 12 months at this University or in your workplace, have you ever been in a situation where any of your male instructors or male supervisors or coworkers...

	UNIVERSITY	WORKPLACE
1. ...habitually told suggestive stories or offensive jokes?	1 2 3 4 5	1 2 3 4 5
2. ...made unwanted attempts to draw you into a discussion of personal or sexual matters (e.g., attempted to discuss or comment on your sex life)?	1 2 3 4 5	1 2 3 4 5
3. ...made crude and offensive sexual remarks, either publicly or to you privately?	1 2 3 4 5	1 2 3 4 5
4. ...treated you "differently" because you are a woman (e.g., mistreated, slighted, or ignored you)?	1 2 3 4 5	1 2 3 4 5
5. ...given you unwanted sexual attention?	1 2 3 4 5	1 2 3 4 5
6. ...displayed, used, or distributed sexist or suggestive materials (e.g., pictures, stories, or pornography)?	1 2 3 4 5	1 2 3 4 5
7. ...frequently made sexist remarks (e.g., suggesting that women are too emotional to be scientists or to assume leadership roles)?	1 2 3 4 5	1 2 3 4 5
8. ...attempted to establish a romantic sexual relationship with you despite your efforts to discourage him?	1 2 3 4 5	1 2 3 4 5
9. ..."put you down" or was condescending to you because of your sex?	1 2 3 4 5	1 2 3 4 5
10. ...Continued to ask you for dates, drinks, dinner, etc., even though you have said "no"?	1 2 3 4 5	1 2 3 4 5
11. ...made you feel like you were being subtly bribed with some sort of reward or special treatment to engage in sexual behavior?	1 2 3 4 5	1 2 3 4 5
12. ...made you feel subtly threatened with some sort of retaliation for not being sexually cooperative (e.g., the mention of an upcoming examination, evaluation, review, etc.)?	1 2 3 4 5	1 2 3 4 5
13. ...touched you (e.g., laid a hand on your bare arm, put an arm around your shoulders) in a way that made you feel uncomfortable?	1 2 3 4 5	1 2 3 4 5
14. ...made unwanted attempts to stroke or fondle you (e.g., stroking your leg or neck, touch your breast, etc.)?	1 2 3 4 5	1 2 3 4 5
15. ...made unwanted attempts to have sex with you that resulted in you pleading, crying, or physically struggling?	1 2 3 4 5	1 2 3 4 5
16. ...implied faster promotions or better treatment if you were sexually cooperative?	1 2 3 4 5	1 2 3 4 5
17. ...made it necessary for you to respond positively to sexual or social invitations in order to be well-treated in school or on the job?	1 2 3 4 5	1 2 3 4 5
18. ...made you feel afraid you would be treated poorly if you did not cooperate sexually?	1 2 3 4 5	1 2 3 4 5
19. ...treated you badly for refusing to have sex?	1 2 3 4 5	1 2 3 4 5
20. Have you ever been sexually harassed?	1 2 3 4 5	1 2 3 4 5

THANK YOU FOR YOUR CONFIDENTIAL RESPONSES TO THIS QUESTIONNAIRE!

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APPENDIX D

Letter of Permission to Use the Sexual Experiences Questionnaire

Permission to use the SEQ

This agreement extends permission to: 108

NAME: Terri A. Beauregard

ADDRESS: 9810 West 83rd Terrace

Overland Park, KS 66212

PHONE: Daytime (913)491-4432, ext. 694/Home (913)648-1849

to use the instrument known as the Sexual Experiences Questionnaire (SEQ) for purposes of research. Permission is granted with the understanding that the researcher named above will provide to the author (Louise F. Fitzgerald) a copy of any data obtained through use of the SEQ. By signing and returning one copy of this agreement, the researcher indicates his or her acceptance of this condition of use.

Louise F. Fitzgerald, Ph.D. Signature of Researcher

Please return one copy of this agreement to:

Louise F. Fitzgerald, Ph.D.
Quality of Working Life Study
Department of Psychology
University of Illinois
603 E. Daniel Street
Champaign, IL 61820

LOUISE F. FITZGERALD

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